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ABSTRACT

The public school systems of 19th century Cleveland and Akron, Ohio, desiring a qualified and ready corps of teachers to staff their respective school systems, established normal schools to train their own staff. Increased Ohio certification requirements prompted Western Reserve University and the Cleveland school board as well as the Municipal University of Akron along with the Akron school board to formulate joint teacher training programs that eventually were absorbed into their respective universities. Each program was supported by the boards of education as well as their university affiliate. By June 1931 and June 1936, the Akron school board and Cleveland school board voted to discontinue their financial support to their university affiliate, citing economic and organizational difficulties within each educational partnership. (Author/CK)

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THE CITY NORMAL SCHOOLS OF CLEVELAND AND AKRON, OHIO

By

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THE CITY NORMAL SCHOOLS OF CLEVELAND AND AKRON, OHIO

Cleveland teachers began receiving their normal training within the Cleveland Normal School during the fall of 1874. Prior to this Cleveland teachers were certified through county examining boards and later by the Cleveland City Board of Examiners.[1]

The Organization and Operation of the Cleveland Normal Training School

The Cleveland Board of Education devised their rules for admission into the city Normal School August 1874. Requirements were graduation from one of the Cleveland city high schools, a teacher's certificate from the Cleveland public schools City Board of School Examiners, or a county teacher's certificate with not less than one school year's teaching experience.[2]

Students graduated from any one of the Cleveland city high schools were entitled to school privileges and free tuition into the Normal School, persons over the age of twenty-one or not a graduate of a Cleveland high school had to pay a tuition fee of twenty dollars. No one under sixteen years of age was admitted to the Normal School.[3]

By 1911 these admission rules had a final revision, eligibility was now based upon a student's successful completion of high school with an average of

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[1]County examining boards were established 1825 and examined teachers and certificated those considered competent. In 1859 the Cleveland Board of Education appointed their own board of examiners.

[2]"Report of the Principal of the Normal School," Thirty-ninth Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1875), 101.

[3]Ibid.

eighty-five percent; if the high school average was below eighty-five percent, they were still admitted with the successful completion of examinations in various subject areas receiving a base score of seventy-five percent. Following this examination students' scores were rank ordered beginning with the highest score and students were admitted according to the demands of the public schools.[4]

The coursework and training experience for Normal School students was divided into two separate departments, a theory department, which contained the academic or review studies plus the professional subject matter, and the training department in which students receive their practice teaching. The course of study for the 1886/1887 school year illustrates the student's coursework was divided into their professional studies which included history of education, mental science or educational psychology, classroom management, moral science, review studies which were the subjects taught in the classroom, and practice teaching.[5] By the 1890/1891 school year the Normal School course of study had changed to where the review studies had been dropped from the required coursework.[6] In the 1892/1893 school year Superintendent Day recommended that the Normal School course of study be extended to a year and a half.[7]

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[4] Official Proceedings of the Board of Education (Cleveland, Ohio: 21 August 1911), 255.

[5] "Report of the Principal of the Normal School," Thirty-ninth Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1875), 103.

[6] "Superintendent's Report," Fifty-fifth Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1891), 46.

[7] The Normal School course of study was extended to a year and a half by 1893. Taken from "Superintendent's Report," Fifty-seventh Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1893), 40; and Official Proceedings of the Cleveland Board of Education (Cleveland, Ohio: 20 March 1893), 57.

In the spring of 1898 the Normal School course of study was extended to two years.[8] By 1908 the course of study was again revised, and Superintendent Elson initiated studies of a more academic nature which allowed less time for theoretical study. Elson explained this shift as having more practical value to the Normal School student and believed the Training School course was enriched by this increased work in culture-giving subject matter and prepared students for life as well as teaching.[9]

The training department was the second department of the Cleveland Normal Training School which involved the student's practice teaching in the various training classrooms or training schools throughout Cleveland. Prospective teachers began by spending as little as four to five weeks in a training classroom. By the 1902/1903 school year the practice teaching experience had increased to twelve weeks.[10]

As the Cleveland Normal Training School grew so did the coursework offered. The Cleveland Board of Education, in order to accommodate the large numbers of Germans in the city of Cleveland, included the instruction of German in the public schools commencing the 1869/1870 school year. During the 1876/1877 school year the Normal Training School began to instruct teachers with one lesson per day for the purpose of preparing them as German primary teachers.[11] By 1915 the preparation of German teachers was taken out of the

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[8] Official Proceedings of the Board of Education (Cleveland, Ohio: 6 June 1898), 10.

[9] "Superintendent's Report," Official Proceedings of the Cleveland Board of Education (Cleveland, Ohio: 16 November 1908), 221.

[10] "Report of the Principal of the Normal School," Thirty-ninth Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1875), 104; and "Superintendent's Report," Sixty-seventh Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1903), 39-42.

[11] "Superintendent's Report," Thirty-fourth Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1870), 51-52; "Superintendent's Report,"

Normal School as the study of German was no longer offered in the elementary grades but only at the high school and junior high level. The Board initiated this measure so they could eliminate a costly item from their budget yet still offer German instruction to their students.[12] A second course offered in the Normal School was kindergartening.[13] Although public kindergartens were not offered to Clevelanders until 1896, by the fall of 1894 instruction in kindergartening was included in the Normal School course. This course of instruction was added to introduce primary teachers to the art of kindergartening and prepare them in their work with young children, and within two years kindergartens were instituted in Cleveland.[14]

Students viewed as unsatisfactory for the field of teaching were dismissed from the Normal School. This was first left up to the discretion of the Normal School principal. By the turn of the century this dismissal was

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Forty-first Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1877), 93; and "Report of Committee on Textbooks," Official Proceedings of the Board of Education (Cleveland, Ohio: 21 August 1876), 194; (4 September 1876), 196. The study of German and a course of study known as the German course was offered to Cleveland city school students of German parentage. In order to train teachers for the German course the Normal School provided training for teachers in the German course.

[12]Official Proceedings of the Board of Education (Cleveland, Ohio: 15 June 1914); and "Superintendent's Report," Seventy-ninth Annual Report of the Superintendent of Schools (Cleveland, Ohio: 1914/1915), 29-30.

[13]The teachers of the kindergarten preferred to be called kindergarteners and the study of kindergarten was referred to as kindergartening. Dorothy W. Hewes, Kindergarten Teachers Training in the United States from 1870-1920, Paper presented at the Meeting of the International Standing Working Group for the History of Early Childhood Education (Joensuu, Finland: 26 July 1988), 5.

[14]"Report of the Principal of the Normal School," Fifty-eighth Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1894), 175.

based upon a student's satisfactory completion of work in the theory department before going into the training department.[15]

The Cleveland School of Education

A union which occurred in Cleveland as well as Akron was the joining together of the city normal schools with their university affiliates--Western Reserve University and the Municipal University of Akron. The Cleveland School of Education, a term of six weeks conducted jointly by the Cleveland Normal Training School and Western Reserve University to provide training for teachers in the Cleveland schools and suburbs, was established in the summer of 1915.[16] This institution was perceived as necessary by both university and school officials because of a scarcity of grade school teachers in Cleveland and the extra demands made by the state in teacher training and certification which affected both the Cleveland Normal School and Western Reserve University.[17]

The coursework of the Cleveland School of Education consisted of professional courses, such as methods, practice teaching, observation, and the philosophical and social aspects of education. Also offered were the academic

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[15]"Superintendent's Report," Forty-first Annual Report to the Board of Education (Cleveland, Ohio: 31 August 1877), 72; and Official Proceedings of the Cleveland Board of Education (Cleveland, Ohio: 15 May 1899), 8.

[16]Taken from the catalog of The Senior Teachers College of the Cleveland School of Education and Western Reserve University (Cleveland, Ohio: Summer Session 1925), 3.

[17]The Committee on Educational Matters of the Cleveland Board of Education believed this additional opportunity for Normal School work would make it possible for the school board to recruit teachers when the demand presented itself. The new certification laws required on and after January of 1915 training of one year or its equivalent in summer school work, in a recognized institution of college or normal school rank for the training of teachers, or a year's course in an arts college on the recognized list, maintaining a practice department. By 1920 the requirements had changed to that of a two-year teacher training course with one-fourth work in educational subjects including observation and practice teaching.

studies provided for teacher review; these courses were taught by faculty from the University and Normal School.[18]

By the fall of 1920 the relationship between Western Reserve University and the Cleveland School Board had grown to where the two educational institutions came together to offer the Bachelor of Education and Master of Arts in Education to teachers who had completed in the Cleveland School of Education, or a similar institution, ninety semester hours of work plus an additional thirty semester hours of work at Western Reserve University.[19] This degree program was under the supervision of a Joint Conference Committee, three members from the Cleveland Board of Education and three members from Western Reserve University, who would exercise authority over the curriculum in education.[20]

By the 1924/1925 school year the organization of the Cleveland School of Education was fairly well delineated. The Junior Teachers College, the Senior Teachers College, the Observation School, the Training Schools, and the Educational Museum. The Observation School was a regular elementary school financed in the elementary school budget but located in a building adjoining that of the Cleveland School of Education. It provided the opportunity for Junior College students to see and participate in the work of elementary classes under practically normal conditions. The Educational Museum provided teachers of the Cleveland public schools with illustrative material and demonstration lessons adopted to classroom use in all schools. The Training

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[18] "Report of the Committee on Educational Matters," Official Proceedings of the Board of Education (Cleveland, Ohio: 1 February 1915), 38; and 1915 and 1919 catalogs of the Cleveland School of Education.

[19] "Report of the Committee to Confer with the Board of Education," Minutes of the Joint Meeting of the Trustees of Western Reserve University and Adelbert College (Cleveland, Ohio: 14 July 1920).

[20] Ibid.

Schools were for the students in the Junior Teachers College who spent one semester in practice for their future work.[21]

In the summer of 1928 the Cleveland Board of Education and the Trustees of Western Reserve University adopted and approved a contract between their respective institutions. The activities of the Cleveland School of Education and the University Senior Teachers College, both which operated independently brought together through a Joint Conference Committee, were combined in a School of Education under the control of the University but contributed to by the University and Board of Education.[22]

Admission Requirements and Curricula of the School of Education

Students admitted into the School of Education were evaluated on an individual basis after consideration of the student's scholarship rank from high school which was to be in the upper fifty percent of their class rank. If students did not meet the above requirement, they could take the School's entrance exam but had to score in the top quarter of the results. Other considerations were the student's rank on three vocabulary tests, three

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[21]Taken from the Reports of the Superintendent and the Director of the Cleveland Public Schools (Cleveland, Ohio: Board of Education, 1924/1925), 49-55.

[22]Official Proceedings of the Board of Education (Cleveland, Ohio: 18 June 1928), 526. In the original agreement between the University and the Board of Education the school board appropriated the amount expended for the maintenance of the Cleveland School of Education and credited to the School of Education. The University agreed to appropriate the sum expended for the Department of Education of the College for Women, for the Nursery-Kindergarten-Primary Training Department, and for the Senior Teachers College and the Summer Session and credit it to the School of Education. During the period of the agreement 1928-1936, the University was unable to use all the income from the courses in education in the arts colleges for the education program and consequently the Cleveland Board of Education carried half of the total budget for the University School of Education, the University was unable to secure additional funds through endowment or grants to reduce the school board's appropriation.

reading tests, three scholastic aptitude tests, their personal qualities, and had to submit to a medical examination.[23]

The curricula offered by the School of Education included professional coursework for elementary school teachers which led to a diploma in three years or the Bachelor of Science degree after four years of full-time study. The School of Education only awarded their diplomas and degrees to those individuals preparing to be elementary teachers. For the training of junior and senior high school teachers it cooperated with the other undergraduate colleges of the University for their preparation.[24]

Dissolution of Relations Between the Cleveland Board of Education and Western Reserve University

Early in 1932 University officials were facing the possibility that the Board of Education would withdraw their financial support from the University School of Education.[25] In January 1933 the Board of Education because of budget stress, although not willing as yet to completely withdraw their

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[23] Western Reserve University, Catalog of the School of Education (Cleveland, Ohio: 1928/1929), 19.

[24] Western Reserve University Catalog of the School of Education (Cleveland, Ohio: 1931/1932), 11. The University had the units of Adelbert, Flora Stone Mather--up to 1931 known as the College for Women--Graduate School, and the Cleveland College preparing teachers. The staff of each of these units was listed in the School of Education and then permitted to organize and operate their own programs independently. The feeling of these colleges towards the School of Education was that it should only prepare teachers in the elementary field, leaving the Arts Colleges or Graduate School to prepare the rest. Cleveland College opened September 1925 in a downtown location for students unable to attend classes at the regular University campus. In 1926 it was formally affiliated with the University and Case School of Applied Science. Coursework was divided into three groups: Business Administration, Chemistry, and Arts and Sciences. Taken from "Cleveland College Opens," School Topics (16 September 1925): 2.

[25] The very earliest indication that the Cleveland School Board was going to drop their support of the School of Education appeared in a 1931 Plain Dealer article. Taken from "Tax Trimmers Keep Eye on School of Education," Cleveland Plain Dealer, 7 February 1931, 7.

contribution for the University School of Education, reduced their funding by thirty percent.[26]

By November 1935 the Board of Education officially confirmed their withdrawal of funds from the School of Education. Superintendent Lake stated several reasons for this withdrawal. Western Reserve University had never met all the provisions of the original agreement, particularly those relating to the training of school administrators, supervisors, and other teachers of all grades, transferring to the School of Education the teacher training work from the other colleges and departments of the University, and the inability of the University to meet the financial obligations of the School of Education as set forth in the original agreement.[27]

The Cleveland Board of Education officially terminated their support of the School of Education in June 1936. The role they now assumed was providing practice and observation opportunities for the students of Western Reserve University.

Perkins Normal School

The Akron schools attempted to train their own teachers before the establishment of their normal school. One type of training experience was the Specimen School or Spectator School held each Saturday morning throughout the school year. Attendance by teachers was mandatory, but the sessions were open and attended by board members and interested members of the public.[28] Samuel Findley, superintendent of Akron schools 1868-1882, established a normal

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[26]Official Proceedings of the Cleveland Board of Education (Cleveland, Ohio: 23 January 1933), 214-216.

[27]Official Proceedings of the Cleveland School Board (Cleveland, Ohio: 11 November 1935), 121.

[28]Otis C. Hatton, Lengthened Shadows, The Story of the Akron Public Schools (Publication No. 112) (Akron, Ohio: July 1955), 28.

school for teacher training. Spicer School, an elementary school, was converted to a normal school where young lady high school graduates were given small salaries to teach for one year under the supervision of experienced teachers.[29]

Despite these efforts to better train Akron teachers, city school officials were not yet satisfied with the quality of their teachers. Findley had previously recommended to the school board the requirement of prospective teachers to have had one year in the study of pedagogy, review of the common branches with special reference to teaching them, and to have had observation work and practice training experience. During the 1881/1882 school year Findley recommended the establishment of a Saturday Normal School which was to utilize some of the more experienced teachers in which some of the desired ends for qualified and effective teachers might be attained.[30]

Finally, in June 1896 the Akron Board of Education received a report from the Normal Training Committee which outlined the establishment of a city normal school. The report was adopted, its recommendations integrated into the Akron schools, and Akron had its normal school.[31]

Admission Requirements and Training Experience of Akron Perkins Normal School Students

Admission into the normal school was open to any resident graduate of the high school, as resident of equivalent qualifications over eighteen years

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[29]Ibid. Samuel Findley was Superintendent of the Akron schools for fifteen years. Before coming to Akron he was a principal in the Cleveland public schools. Under Findley's leadership he made a weak, struggling system into one comparable with others of the time. Hatton, Lengthened Shadows, 257.

[30]"Report of Committee on Courses of Study," Thirty-fourth Annual Report of the Board of Education of the City of Akron, Ohio (Akron, Ohio: 1882), 50.

[31]"Report of the Normal Training Committee," Minutes of the Akron Board of Education (Akron, Ohio: 9 June 1896), 158-160.

of age and under the age of twenty-one. This individual was to have a teacher's certificate from the Akron City Board of Examiners, or if they had failed to secure such a certificate, depending upon satisfactory reasons for this failure, were admitted into the normal school if they passed an entrance examination held by the Superintendent and principal of the Normal School.[32] Residents of Akron, who were graduates of the high school, or who had successfully completed the entrance examination into the Normal School were admitted free. The examination taken by these prospective students was on subjects not covered in the Normal School course. The admission of non-residents was dependent upon their being of like age and possessing the same satisfactory qualifications as the residents of Akron. Tuition paid by the non-resident was to be paid in advance of each school term, the amount to be the same as that required in the high school.[33] After admittance, upon consent of the Superintendent, the Normal School student could pursue the course of instruction in more time than required. Pupils chosen as teachers in the Akron public schools were selected on the basis of their excellent work in the Normal School.[34]

By 1919 the rules for admission into Perkins Normal School had a last revision. Eligibility requirements now stipulated that all applicants must be acceptable to the Principal of the school in scholarship, personality, health, and musical ability. Applicants could be requested to withdraw at any time;

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[32]The requirement of entrance examinations and possession of a city teacher's certificate was most probably required because these exams covered the coursework taught in the elementary schools; the Normal School covered methods and professional subjects.

[33]It is unclear in the research as to why tuition was charged in the Akron high schools or what this amount was.

[34]"Report of the Normal Training Committee," Minutes of the Akron Board of Education (Akron, Ohio: 9 June 1896), 158-160.

members of the Senior Class were expected to give assistance in teaching when called upon by the Superintendent--this was to be without pay in addition to their regular substitute teaching. Applicants were also to agree to two years of public teaching in the Akron city schools if appointed to such a position.[35]

Diplomas were awarded based upon satisfactory completion of work in the two departments of the Normal School. The students were to average seventy-five percent between the two departments and not receive mark below seventy percent in either department. This diploma was to serve as a certificate to teach in the Akron public schools for a period of time as determined by the Board of Education and were issued by the city Board of Examiners. Pupils selected for the second year of the Normal School course, exact numbers to be determined by the Board of Education, were eligible as substitute or reserve teachers and received a salary accordingly. These pupils were to complete the second year of their Normal School course, except during such times as when they were substituting.[36]

The course of study was two years in length and consisted of a theory department and a practice department. In the students' first year of training they were in the theory department and received instruction in the elementary branches, general culture studies, nature work, form study, drawing, history, literature, methods, and psychology. Students in the second year of the

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[35]Minutes of the Akron Board of Education (Akron, Ohio: 17 May 1919), 213.

[36]"Report of the Normal Training Committee," Minutes of the Akron Board of Education (Akron, Ohio: 9 June 1896), 158-160. In Akron, as in Cleveland, pupils substitute teaching in the city school system were expected to hold a teacher's certificate from the city Board of Examiners, as according to the state law of 1880. Those second year Normal School pupils who held a teaching certificate received $250 a year in salary from the Akron School Board. Minutes of the Akron Board of Education (Akron, Ohio: 22 June 1897), 184.

Normal School moved on to the practice department, where they prepared lessons and taught under the direction of the critic teacher and principal. Students in the second year class of the Normal School were elected to a place in the training department by the Superintendent prior to the expiration of the first term of the course.[37]

By 1905 the Normal School course had been slightly modified to cover four lines of work; namely, educational psychology, followed by history of education, general methods of teaching, followed by theories of school management; special methods of teaching the branches in primary schools; special methods of teaching the several branches in intermediate and grammar schools.[38] A course of study was added to the Normal School which allowed for college graduates to enter the second year of the Normal School, complete their work, and graduate in one year.[39]

By December of 1915 the University of Akron and the Akron School Board formulated an agreement approved by the State School Commissioners for a combined course in normal training between the University and Perkins Normal School.[40] There were two training courses devised, one a four-year combination course and the other a five-year combination course. The four-year combination course enabled the graduates to teach as elementary teachers in the Akron city schools but not as high school teachers; however, they were entitled to a provisional state high school certificate which gave them the

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[37] Manual of the Board of Education (Akron, Ohio: 1900), 43.

[38] Ibid.

[39] The earliest record of a course offered to college graduates was in the Rules and Regulations of the Board of Education (Akron, Ohio: 1900), 43-44.

[40] This affiliation was considered a necessity by the University. The school laws of 1914 required increased preparation in the area of professional education and supervised practice teaching for state certification.

legal right to teach in any high school in the state of Ohio. Students attended the University for three years, completed the required work (103 semester hours) and entered Perkins Normal School to complete the course there in one year. Upon completion of their work students received the Bachelor of Science in Education.[41]

The five-year combination course was offered to those who desired to be high school teachers in the Akron school system. The course candidate completed four years (128 semester credit hours) at the University, pursued a major in the subject he/she wished to teach as a high school teacher, received the college degree they were entitled to, and spent a fifth year at Perkins Normal School in observation and practice teaching. Students entered the combination course who had given evidence of high scholarship, were recommended by their major professor, and accepted by the Superintendent of Schools and Principal of the Perkins Normal School.[42] In 1921 Perkins Normal School was merged into the Municipal University of Akron, becoming a part of the University known as the Teachers College.[43]

Administration and Organization of the Teachers College

The work of the Teachers College was organized for the preparation and training of teachers for the Akron public school system, the professional improvement of teachers already engaged in the public school system, and the study of educational problems. Sessions of the Teachers College were held during the day, in the evening, and through the summer school. The

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[41] Minutes of the Akron Board of Education (Akron, Ohio: 14 December 1915), 171-172.

[42] Ibid.

[43] "New Teachers College," Buchtelite, 15 April 1921, 5.

administration of the Teachers College was under the management of the President of the University and Superintendent of Schools.[44]

The teaching staff consisted of college faculty who gave the prescribed courses for pre-service teachers and instructors from the public schools who taught the various professional programs of the Teachers College. The Board of Education paid the salaries of all teaching members of the College and the salaries of teachers in the summer session. The University furnished all required classroom and office space as far as facilities permitted, equipment, light, heat, stenographic service printing, and bore the cost of instruction on purely collegiate, non-professional subjects.[45]

Admission and Course Offerings of Teachers College

Admission into the Teachers College was determined by examination, high school certificate, honorable dismissal from other colleges or universities, or if over twenty-one years of age, as special students not in candidacy for a degree. Unconditional admittance was granted to students with fifteen units of high school work.[46]

Summer session programs were initiated June 1922. Offered were professional coursework and opportunities for practice teaching. The number

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[44] Trustee Minutes of the Municipal University of Akron (Akron, Ohio: 11 September 1923).

[45] Ibid. In June 1928 the administrative contract was changed to where the Board of Education paid $34,000 annually to the University for the preparation of their teachers. This change occurred because of perceived economies in scheduling of classes and a belief that the dual form of administration did not concentrate responsibility sufficiently.

[46] Annual Catalog, The Municipal University of Akron (Akron, Ohio: 1922), 121-122. These admission requirements did not change as long as the school board was affiliated with the University.

in attendance for the first summer session was 221; by the 1929/1930 summer session this had grown to 586.[47]

The observation and training experience of prospective teachers generally took place in the last year or two of the student's pre-service program.[48] With the establishment of the Teachers College there began to appear schools designated for observation work within the public school system.[49]

The training experience of the cadet teacher was completed in the public schools in regular school rooms under the supervision of critic teachers. Each elementary critic, under the regular plan, supervised four student teachers. Each high school critic supervised but one student teacher. The cadet teachers each received $2.50 per day while practice teaching.[50]

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[47]"Report of Sarah Stimmel, Director of the Summer Session," Publication of the Municipal University of Akron (Akron, Ohio: 1921/1922), 6-7; "Report of the Dean of Teachers College," Publication of the Municipal University of Akron (Akron, Ohio: 1929/1930), 3.

[48]The coursework offered in the Teachers College allowed students to complete work on a two-year diploma which was the state minimum for teacher certification in elementary work. The College also offered coursework for a three-year diploma in kindergarten-primary and elementary work, as well as degree courses in these fields. Also offered were four-year degree programs in secondary education.

[49]The early observation schools were the Frank H. Mason School and Spicer School.

[50]Annual Catalog, The Municipal University of Akron (Akron, Ohio: 1922), 121-122. When Perkins Normal School was originally organized, second year students who held certificates from the city Board of Examiners were called upon as substitute or reserve teachers with a salary of $250 per year. When the activities of Perkins Normal School were absorbed into the University Teachers College, students during their practice teaching experience were paid $2.50 per day, roughly $250 for the experience paid by the Akron School Board. The Board of Education voted to discontinue this pay for cadet teachers August 7, 1923 effective August 7. University officials protested, stating that it was published in the catalog for cadet teachers to be paid and requested the school board to reconsider their decision. There is nothing to indicate that the Board of Education reversed their decision, which was based upon the need to stay within the estimated tax levy for the upcoming school year. Minutes

Courses of Study at Teachers College

The preparation of teachers was varied throughout the history of the College. Initially the Teachers College offered six different courses for training teachers. Students had the option of three-year or four-year preparation programs per subjects, the four-year program resulted in a degree.

Students training for high school positions were in a degree program. In 1923 there were eight preparatory programs for teachers; by 1924 this had grown to thirteen courses of study.[51] Courses leading to the Master's degree were established during the 1923/1924 school year.[52] In 1926 new courses were offered to teachers in commercial and vocational education.[53] In the 1928/1929 school year the coursework again expanded to include industrial education.[54]

The coursework for high school teachers leading to appointment in the Akron public schools had been amended by the 1929/1930 school year. Students at the end of their four years of study received their Bachelor of Education degree and a State Certificate which signified their eligibility to teach high school except in those cities which required five years of training. In Akron those graduates of secondary education holding a Bachelor of Education degree

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of the Akron Board of Education (Akron, Ohio: 22 June 1897), 234; Minutes of the Akron Board of Education (Akron, Ohio: 7 August 1923), 197; and Trustee Minutes of the University of Akron (Akron, Ohio: 11 September 1923).

[51]Annual Catalog, The Municipal University of Akron (Akron, Ohio: 1923), 129-140; and The Municipal University of Akron, General Catalog (Akron, Ohio: 1924), 120-127.

[52]The Municipal University of Akron, General Catalog (Akron, Ohio: 1924), 120-127.

[53]General Catalog, The Municipal University of Akron (Akron, Ohio: 1926), 118-128.

[54]General Catalog, The University of Akron (Akron, Ohio: 1928/1929), 139.

were eligible for appointment to the junior high school, their fifth year of study could be completed while teaching. Upon completion of the required coursework students received the Master of Education degree and were considered for appointment to a senior high school position.[55]

The Dissolution of Relations Between Teachers College of the Municipal Univesity of Akron and the Akron School Board

The earliest indication that the Board of Education was considering to withdraw their support from the University Teachers College was June 1929 when the superintendent of Akron schools, Gosling, and University President Zook, made recommendation to their respective boards that the University of Akron support the College of Education without assistance from the Akron Board of Education.[56] At the June 23, 1930 school board meeting the Board voted to continue their financial support of the Teachers College for the upcoming school year but indicated that financial support for the next school year would be decreased or cut off.[57] By January 1931 the Akron Board of Education voted to officially terminate their financial support of the Teachers College by June 1, 1931.[58]

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[55]General Catalog, The University of Akron (Akron, Ohio: 1929), 130-140.

[56]Minutes of the Akron Board of Education (Akron, Ohio: 10 June 1929), 113-114; and Trustees Minutes of the University of Akron (Akron, Ohio: 12 June 1929).

[57]Minutes of the Akron Board of Education (Akron, Ohio: 23 June 1930), 49. Some school board members found the Teachers College to be a point of contention. They viewed it as an unnecessary costly item for the school system to maintain especially since there were forty-one Ohio institutions, five state supported, which trained teachers.

[58]Minutes of the Akron Board of Education (Akron, Ohio: 5 January 1931), 28; "School Board Ends Support Given Akron U," Akron Beacon Journal, 6 January 1931, 1. An article which appeared in the Beacon Journal stated several reasons for the termination of relations between the University and school board. It was stated that the Teachers College was the center of local education concerns, the administrative heads of the College were in occasional

The University and Akron School Board then entered upon a new agreement, annually renewed, which arranged for the mutual exchange of facilities and student teaching assignments.[59] The Akron city schools no longer participated in the pre-service training of Akron teachers.

Summary

This article has briefly documented the institutional development of the city normal schools of Akron and Cleveland public school systems as they existed in the latter nineteenth and early twentieth centuries. The coursework of the Cleveland Normal School did experience change over the years. Originally conceived as a year's training course, the course of study gradually increased to a year and a half in 1892 and two years in 1898. The length of training experience was also increased from five weeks, to six to eight weeks, ten weeks, and eventually it became three months in length. Added to the regular curriculum of elementary school training was a course for German instruction and kindergarten training. A concern with the subject matter of the Cleveland Normal School was that it had too heavy of an emphasis on the academic or review studies taught in the elementary schools. Teachers had to have knowledge of these subjects in order to teach them. This situation had changed to where any review of academic subject matter was done within the context of learning the necessary methods to teach the course and

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friction with the University and public school officials. There were complaints that Teachers College graduates were unable to find work in the local schools which seemed to defeat the chief purpose of maintaining such a college at taxpayer expense. It had also been debated that there was no need for such a school with Kent Normal so close and other state normals or universities. The Teachers College was referred to as an ornament which if removed would rid the community of a source of irritation. Taken from "Why a Teachers College," Akron Beacon Journal Editorial, 7 January 1931, 4.

[59] Minutes of the Akron Board of Education (Akron, Ohio: 22 June 1931, 16-17.

not simply review the material for the sake of review. The course of study for the Normal School underwent major revisions in 1909 when Superintendent Elson with the assistance of Normal School principal John McGilvrey revised the coursework to have a more cultural emphasis with less emphasis upon methods work.[60] The curriculum was revised again in 1915 to meet the new state requirements for certification in elementary education.

The course of study for Perkins Normal School did not undergo such revisions and changes. The course of study as originally conceived remained basically the same. Established as a two-year course this aspect of the training remained the same. The coursework was slightly modified in 1905 which resulted in a better organization of coursework and concentrated more on the professional and methods work of teacher training.

The affiliation between Perkins Normal School and the Municipal University of Akron was originally established to allow the University to meet

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[60]In 1908 the Committee on Educational Matters recommended to the Cleveland Board of Education the need to restructure the work of the Normal School bringing the course of study up to the present needs so as to allow the Normal School full utilization of its educational potential. The Committee evaluated the relationship of the Normal Training School within the city public school system. After conversation with Superintendent Elson and Normal School principal McGilvrey, the Committee disclosed their findings to the school board. The Normal Training School was identified as an independent unit under the leadership of one man since 1899. Under McGilvrey a new course of study was prepared, textbooks chosen, teachers selected. McGilvrey modified the coursework at will, had few contacts with the central office or the Superintendent, and the Principal became an authority unto himself. The Committee recognized McGilvrey as a thorough and ambitious scholar, but he allowed the Normal School to separate itself from the rest of the Cleveland school system. The Committee believed the Normal School needed to feel more strongly the force of the Superintendent's office. In this way the influence of the Normal School may multiply and become a part of the forward movement of the entire school system. The Committee recommended a revised course of study for the Normal School and that this reorganization be conducted by Superintendent Elson and Principal McGilvrey. Interestingly enough, after this revised course of study was devised, McGilvrey left the Cleveland school system to later become the President of the Kent Normal School. "Committee on Educational Matters," Official Proceedings of the Board of Education (Cleveland, Ohio: 17 February 1908), 19.

the 1914 state mandates regarding the state certification of teachers. Up to this time students desiring to be teachers went through the normal course at Buchtel College. With the establishment of the Municipal University it became important to the University to not only meet the state requirements for teacher certification but it was also important to the University to be recognized by the state in the area of teacher training. Consequently, a combination training course between the University and Akron School Board was established whereby University students who desired to be elementary and high school teachers completed their last year of study at Perkins Normal School where they received their observation and practice training experience. Students who desired to be elementary teachers in the Akron schools completed three years of University study and entered Perkins Normal School for their last year of study. Upon completion of their fourth year of study the University awarded the Bachelor of Science degree in Education. As the Akron schools required five years of study for appointment to a high school teaching position, graduates of the University four-year teacher training course were eligible as elementary teachers in Akron and also received the provisional state high school certificate which entitled them to teach in any high school in the state of Ohio. The five-year combination course was required of those who desired to teach high school in the Akron schools. The student pursued the college course that he wished to teach as a high school teacher. The student then spent a fifth year at Perkins Normal School in observation and practice teaching; at the end of their year of training they received a Teachers Diploma in Elementary or Secondary Education.

The Teachers College merged the activities of Perkins Normal School into the University, faculty consisted of professors from the University and instructors from the public schools. The Akron Board of Education paid the

salaries of all faculty, and the University furnished all required classrooms, office space, equipment, heat, light, printing and bore all the cost of the collegiate, non-professional subjects. The Teachers College aided the Board of Education in providing professional training for those teachers who wished to improve their professional skills and receive credit towards a degree. The University viewed the affiliation as making complete a long desired cooperation between the two educational systems of the city.

The affiliation between Western Reserve University and the Cleveland schools occurred because of the 1914 state law which required observation and practice teaching experience. The creation of the Cleveland School of Education, a six-week summer school for teachers, was perceived as a necessity by the Cleveland Board of Education to provide summer training for prospective grade school teachers because of a scarcity of such teachers and to meet the extra demands of normal school work required by the 1914 state school law.

The creation of the Cleveland School of Education and the resultant affiliation between the University and school board was based upon a verbal presentation school officials made to University trustees. The University agreed to participate as long as they were without financial obligation. The extent of this participation included the use of University buildings by the Cleveland School of Education during their summer session without cost as long as the school board provided in return opportunities for practice teaching to students in the College for Women.

The creation of the School of Education, Western Reserve University occurred because of the Cleveland Committee of Educational Cooperation which studied teacher training in Cleveland and perceived that the training of Cleveland teachers could best be served through one institution which combined the different teacher training institutions in the city. The Cleveland Board

of Education still offered monetary assistance to the University as they agreed to appropriate the sum expended for the operation of the Cleveland Normal School and credit this to the University.

Some similarities existed between the normal schools of Akron and Cleveland. The length of pre-service training was the same between the two schools--two years in length. The coursework between the two schools had similarities in that they offered courses in psychology, methods work, and history of education. A complete analysis of the coursework between the two schools was not possible because while many records exist of the coursework for the Cleveland Normal School, very few records were located which detailed the course of study for Perkins Normal School.

The economic depression of the time was one of the main reasons for the Akron School Board to withdraw their support of the Teachers College. There were other reasons presented by the Akron board members opposed to the continued Board support of the Teachers College. One such argument was that with five state supported teacher training institutions along with the normal school at Kent there was an adequate supply of teachers being prepared in Ohio and there was no need to continue the Board's support of the Teachers College. A second argument presented by board members was that the chief function of the school system was to prepare students at the elementary and secondary levels and not the collegiate level. These arguments coupled with the financial crunch experience by the Akron schools led to the school board's discontinuance of their financial support to the Teachers College.

The Cleveland School Board was experiencing the same economic difficulties of the time as Akron but continued their alliance with Western Reserve University a little longer. The reason for Cleveland's withdrawal was a little more complex than Akron's. The School of Education on the University

campus and its joint partnership with the Cleveland School Board was never readily accepted by the other colleges on the University campus as doing legitimate work. Consequently, the School of Education only trained the elementary teachers even though as originally conceived they were to train all teachers, administrators, and handle the graduate work. The problem with the other teacher training departments on campus was a great reluctance on their part to give up their students to another department on campus because of the loss of income they would suffer. The other colleges also sensed competition from the School of Education in their ability to attract the best students. The School of Education, because of the large amount of money given by the school board, was able to offer more scholarships than the other colleges; this was perceived as an attempt by the School of Education to attract the best students on the college campus to their department. This friction always existed between the School of Education and the other teacher training departments on campus. The Dean and faculty of the School of Education were frustrated with their existence being dependent upon the annual renewal of a contract between the University and school board. The School of Education faculty felt they could not make long range goals as far as curriculum or growth plans were concerned as long as they were so dependent for their existence upon the annually renewed contract. Superintendent Charles Lake was not particularly supportive of the School of Education stating that the University had not lived up to their part of the contract which stipulated that the University was to match board funds to the School of Education so that the board would not have to carry such a heavy financial burden. Another concern of Lake was that the University never achieved its goal of having the School of Education train all teachers and administrators. These complaints, combined with the poor fiscal condition of the Cleveland school board, led to the final dissolution of relations between the two educational institutions of Cleveland.